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Financed by a grant under Title III of the Elementary and Secondary Education Act of 1965, the La Puente Union High School District (California) operates a Continuation Education System Development Project. The first project year (1967-68) has been spent identifying available resources of instructional staff and physical facilities and identifying the present program and resources at Valley High School. Data were collected through questionnaires and interviews; it was found that data sources had to be expanded to include state officials as well as district officials. The instructional staff at Valley High School in 1968-69 will consist of a principal, a counselor, and 11 legally credentialed teachers; funds for staff salaries are obtained from the State of California under the Necessary Small School Funding Act. By September, 1970, a new plant will be ready, financed by a bond issue and by a 25-year loan from the State. Most of the equipment is on loan from the Adult School. The school runs for four hours each day; it meets the state requirements for services. Three types of work experience programs will be offered during 1968-69; and there are two methods of achieving credit for work -- completion of contracts or completion of a net amount of productive hours. (eb)

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CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

LEON EAST
project director

TECHNICAL REPORT

1.6

OPERATIONAL LIMITS

LA PUENTE UNION
HIGH SCHOOL DISTRICT
La Puente, California

1968

AC004073

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Continuation Education
System Development Project

Technical Report 1.6

OPERATIONAL LIMITS

Leon East, Project Director

Martin Young, Principal Investigator

La Puente Union High School District
La Puente, California
1968

AC 004 073

FOREWORD

The CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT is operated by the La Puente Union High School District according to the terms of a grant award authorized by Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

Over a four year period, September, 1967 through August, 1971, the PROJECT will develop a practical instructional system capable of continuous identification and efficient response to the most critical instructional needs of individual continuation high school students in La Puente.

Continuation high school students in La Puente are those who the traditional system has been unable to accommodate or who have been unable to accommodate the traditional system. Their usual label is "pushout" or "dropout."

The first project year (1967-68) has been spent identifying the instructional needs of these students.* During

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*Technical Reports in this phase of the study:

(1.1) Present Student Characteristics
(1.2) Student Performance Requirements: Military Situations
(1.3) Student Performance Requirements: Other Educational Situations
(1.4) Student Performance Requirements: Employment Situations
(1.5) Performance Adequacy for Home and Community Living
(1.6) Operational Limits
(1.7) Instructional Needs

year two, an instructional program will be designed to meet those needs. Year three will see implementation and tryout of subsystems. Year four will provide for full system tryout with transfer of all functions to the permanent school staff.

Throughout the Project, system analysis and other modern management control and planning techniques will be employed. It is hoped that this new problem solving technology of the defense and aero-space industries can be applied as well to the problems of education.

It is the mission of the PROJECT not only to solve a particular set of problems in La Puente, but to provide a problem solving model for other school districts with similar conditions. Consequently, an effort has been made to describe procedures in such detail that they can be used as guidelines by others.

If further information or interpretation can be provided the PROJECT staff will be pleased to respond to your inquiries.

La Puente, California
December, 1968

LEON EAST
PROJECT DIRECTOR

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I. INSTRUCTIONAL STAFF

On January 15, the task was assigned to identify the limits of available resources of instructional staff and other constraints with regard to staff which must be observed by instructional system designers. The following is a resume of the steps required to complete the assigned task.

Identification of Data Needed

The task of identifying the data needed began in mid-January. The first step was to define what was meant by "instructional staff characteristics." Whether or not to do a complete assessment of staff capabilities was debated. It was decided to limit the study to a somewhat gross profile. When specific information was gathered on staff performance requirements, a more in-depth study of capabilities would be performed.

Final identification of data needed was made on February 16. All instructional staff characteristics which operate as limits or constraints on the proposed system were to be identified. This included the current number of staff members, their instructional roles and their training and experience. The cost of the present staff and all legal requirements were also to be documented.

The selection of specific instructional needs to be included in the proposed continuation high school program will be partially based on the cost factor. Personnel costs represent a major variable in any school program. If the present Valley High staff is to be retrained, augmented or replaced, financial resources must be available. The designer must, therefore, know the cost of the present staff, the estimated future cost, and the amount of money available for staffing to determine the feasibility of his curriculum design.

An instructional system is only as good as the staff within it. The designer may have to plan a curriculum that capitalizes on the strengths of the present staff. He will also have to make provisions to change or avoid the weaknesses of the staff. To do this he must know each staff member's training and experience. He must also know the staff's effectiveness in using a variety of instructional media; and, he must plan to orient staff when necessary to new or unfamiliar methods and materials which may be used in the new plan.

Appropriate Data Sources

The choice of the most appropriate data sources was begun in the last week of January. The Valley High instructional staff would be the primary source. Consideration of secondary sources such as administrative evaluations of

individual teachers was considered, but rejected due to the subjectivity of such information. Extensive use of personnel records was also discarded because of their lack of specificity and incomplete information.

Each staff member is in the best position to report what training and experience he has had, and what his attitudes toward instructional stimuli are. District personnel records are neither complete nor specific enough to offer any extensive help. Observations and evaluations of administrators are regarded as private information by most teachers, and the use of such a data source would produce unnecessary anxiety on the part of the staff.

The present instructional roles, and possible changes in them, were reported by the Principal of Valley High School, Mr. Steve Campbell. The best data source for the money involved in staff cost was also Mr. Campbell, since, in his role as Principal, he writes the budget for district approval. The California Education Code spells out the amount of money available to continuation schools through the Small School Funding.

Data Collection Analysis and Activities

1. During the week of February 4 - 8, Mr. Steve Campbell, the Principal of Valley High School, was consulted on the instructional roles of the staff at Valley High School.

2. During the week of March 4 - 8, budget records were investigated to verify cost of the present and projected

staff at Valley High School.

3. The California Education Code was studied in order to verify state requirements for the educational staff of Valley High School and monies available for Valley High School.

4. During the week of March 11 - 15, information gathered from Mr. Campbell and the state code was written up.

5. During the week of March 11 - 15, the Teacher Background Information (TBI) was developed to gather information on teacher training and experience (See Table I, infra). Another questionnaire was developed which was to evaluate the use of and attitude toward methods and teaching media currently used at Valley High School. This was titled Methods and Media Questionnaire (MMQ) (see Table II, infra).

6. During the week of March 25 - 29, copies of the MMQ and the TBI were printed and administered to faculty at Valley High School.

7. On April 15, copies of the Instructional Preference Scale (IPS) (see Table III, infra), a test designed to find out attitudes and effectiveness of various instructional media, were obtained from other Project staff members.

8. During the week of April 22 - 26, the IPS was administered to the staff of Valley High School. Each staff member was given a copy of the questionnaire on Monday and asked to fill it out by the following Friday. The completed copies were returned in June.

9. During the week of April 22 - 26, a second questionnaire was designed to discover more specific training and experience of the staff. This was titled Teacher Training Questionnaire (TTQ) (see Table IV, infra). The TTQ was distributed during this week. They were returned by June 15.

10. During the week of June 17 - 21, the returns of the Instructional Preference Scale were analyzed and synthesized. Clerks tabulated the results and comparisons were made with the results of students' questionnaires.

11. During the week of June 17 - 21, the findings of the teacher questionnaires were analyzed. From the Teacher Training Questionnaire, information on special areas of training was obtained and used to determine strengths and weaknesses of the staff as a whole.

From the Methods and Media Questionnaire, the most and/or the least effective methods and teaching media, as seen by the instructional staff, were listed for future use by the curriculum designer.

12. During the weeks of June 24 - July 4, the procedures used in the administration of the tests and the gathering of data were reviewed and changes recommended.

13. During the weeks of July 7 - 18, the findings of all data were documented.

14. During the week of August 18 - 22, the findings were submitted to the editorial staff.

II. FACILITIES

On January 15, the task was assigned to identify the limits of available resources and other constraints which must be observed by system designers with regard to the present and projected facilities at Valley High School. The following is a resume of the steps required to complete the task.

Identification of Data Needed

When the instructional needs of the students at Valley High School are identified, decisions will be made regarding which needs have priority in the curriculum. These decisions will be largely based on the cost factor of providing specific training programs for particular instructional needs. The cost of a program, in part, depends on the facilities needed. If the proper facilities are not presently available, the financial resources for providing them is of great significance.

Year two curriculum designers require information on the type, amount and quality of facilities available at the present plant. These conditions will, for the most part, prevail during the piloting stages of the training program, and, therefore, limit the extent of the training program. In planning the ultimate instructional system, the curriculum designers must also know the limits of available resources for augmenting the present facilities.

It was determined that the following data would be identified: 1) space, equipment and supplies now available that will serve as resources of the proposed system; 2) monies available to augment these resources; 3) state mandates regarding use of facilities; and, 4) teacher evaluations of present facilities.

Appropriate Data Sources

The identification of data sources was finished on February 16. A variety of data sources was used in this area. Mr. Robert Schilling and Mr. Robert Kelley, Assistant Superintendents of the La Puente Union High School District, were the data sources for identification of the location and size of the future site of Valley High School. They were the data sources for identifying state mandates regarding use of space and amount of money available for construction, equipment, materials and supplies. Mr. Schilling and Mr. Kelley are involved in the planning of the new continuation high school, and, therefore, have the pertinent data concerning all monies.

Dr. Robert Schwelke, Regional Representative of the State School House Planning Commission, was another source for determining use of space. He is involved in the planning of all new continuation schools.

Mr. Steve Campbell, Principal of Valley High School, was the primary source for identifying the instructional equipment, audio-visual and textbook materials, and instructional

space now available at Valley High School. Mr. Campbell is responsible for actually administering the school and is aware of the amount and type of materials and equipment used at Valley High School.

The faculty at Valley High School performed the service of evaluating the present instructional space, equipment and materials.

Data Collection Analysis and Activities

1. During the week of March 4 - 8, a series of interviews were conducted with Mr. Robert Schilling, Mr. Robert Kelley, and Dr. Robert Schwelke in order to determine the design limits of the new Valley High School. The California Education Code was researched for all state mandates regarding use of facilities. By April 5, a list of design limits was completed.

2. During the weeks of March 11 - 22, the equipment at Valley High School was identified by means of interview and observation. A Project staff member spent approximately one-half hour in each classroom and office at Valley High School making an inventory of equipment and space.

3. During the week of March 18 - 22, an evaluation form was designed by the staff which allowed teachers at Valley High School to evaluate instructional facilities. Since they use these facilities daily, they are in a good position to evaluate their effectiveness. (See Table V, infra.)

4. During the week of April 29 - May 10, the evaluation forms were administered to the staff at Valley High School. This was done by a Project member personally contacting each teacher in each room and asking them to complete the evaluation in his presence.

5. During the week of June 17, the returns of the evaluation forms were analyzed by averaging the rating on each textbook and each instructional space (rooms). The information was then synthesized on a master list.

6. Interviews with Mr. Kelley and Mr. Schilling were held during the week of April 22 - 26 to determine the monies available for instructional facilities of Valley High School. An approximation of financial resources available for the next three years was ascertained.

7. During the week of June 24 - 28, the findings relative to present and projected facilities for Valley High School were documented.

8. During the weeks of June 31 - July 11, the procedures used in this aspect of the research were reviewed and necessary changes were recommended.

9. On August 30, the final documents were submitted to the editorial staff.

III. PROGRAM

On January 15, the task was assigned to identify the present program at Valley High School; the resources available to continuation education programs and the constraints

imposed upon them. The following is a resume of the steps required to complete the assigned task.

Identification of Data Needed

The task of identifying the data needed began in mid-January, and was completed by February 16.

The instructional management control variables to be identified were the legal requirements, district board policies, total school programs and classroom practices applicable to the continuation high school. When decisions are made as to which of the instructional needs can feasibly be included in the proposed system, legal requirements will significantly affect the decisions. District board policies and actual school practices, while more easily modified than legislation, also have to be considered.

Curriculum designers operating during Project year two will need information regarding all of these variables. Any changes in existing school policies and practices must be carefully researched if full cooperation of district personnel is to be achieved.

Also, during piloting stages, much of the present program will still be in effect and will constitute conditions under which the Project must operate.

Appropriate Data Sources

The identification of data sources began on January 22. Mr. Steve Campbell, Principal of Valley High School,

was asked to provide information concerning attendance requirements, courses, services, work-experience and credit at Valley High School. In addition, Mr. Campbell provided information concerning the school policy on selecting students for Valley High School. This data was correlated with the Pupil-Personnel Departments of other district high schools.

A secondary source for data concerning work-experience was Mr. Donald Ramak, the Work-Experience Coordinator and Assistant Principal in the La Mirada Union High School District.

The secondary source for data concerning courses and services was Mr. William Atkins, Principal of Opportunity Continuation High School, Artesia, California; and Mr. Buck Levine, President of the California Continuation Education Association.

Records of the decisions of La Puente Union High School District's Board of Education provided data on district policies with regard to the continuation high school program.

Data Collection Analysis and Activities

1. During the week of March 4 - 8, the California Education Code was reviewed for statements related to continuation programs.

2. During the week of March 4 - 8, several experts in continuation education were consulted on programs and legal aspects of continuation education. These included Mr. William Atkins, Mr. Buck Levine and Mr. Don Ramak.

3. During the week of March 18 - 22, findings on the legal requirements of continuation high schools were summarized. These summaries were submitted to the experts cited above for validation during this same period.

4. During the week of March 25 - 29, Mr. Campbell was interviewed to determine all school practices regarding:

A) Services offered

B) Courses offered

C) Method of conferring credit for work

D) Work-experience program offered

E) Attendance Practices

F) Student selection and referral practices.

The District's Policies and Bylaws Handbook was also researched for information on the above.

5. A questionnaire was developed in order to evaluate various phases of the program at Valley High School. This was accomplished during the week of March 25 - 29. (See Tables VI and VII, infra.) This questionnaire, the Program Evaluation Questionnaire, was submitted to Project management for approval on April 1. It was typed and printed during the week of April 8 - 12.

6. The Program Evaluation Questionnaire was distributed during the week of April 15 - 19. All questionnaires were returned by June 15.

7. During the week of June 17 - 21, the data collected on all state and local program policies and practices for a continuation program were synthesized.

8. During the week of June 24 - 28, the findings of the data collected were documented.

9. The next step was to review procedures and recommend changes. This was done during the weeks of July 7 - 18.

10. On August 28, the final document was submitted to the editorial staff.

CRITIQUE OF PROCEDURES

Data Collection Techniques

Two basic research techniques were employed in identifying the variables involving staff, facilities and program which will function as constraints upon the design of the proposed instructional system. These techniques were questionnaires and personal interviews.

This research could have relied more heavily upon the questionnaires, as was the original plan, if the questionnaires had received sufficient response. Several reasons account for the limited effectiveness of these instruments. The choice of teachers as data sources on texts and materials may have been unwise in the first place. Many of the staff at Valley apparently have only limited experience in situations requiring exercise of the kind of judgments the Project was seeking. Also, many faculty members indicated that the questionnaires required too much of their time.

Perhaps the main reason the questionnaires were not so effective as desired was a lack of adequate explanation of purpose by the Project. The Valley High School faculty had only a limited understanding of Project purposes. Future researches of this kind would be well advised to devote considerable time in "public relations" prior to asking the cooperation of a faculty and adding to their already extensive work load.

Data collection by means of personal interview was most effective. This was so because sufficient time was devoted to the "public relations" which had been omitted prior to the beginning of investigation.

Data Sources

The original listing of data sources had to be expanded as many of the questions could not be answered by district personnel. State officials were in a better position to provide answers to the legal requirements for continuation education. These requirements are new, often vaguely stated and, in some cases, still being determined.

FINDINGS

I. INSTRUCTIONAL STAFF

The task was to document all relevant variables concerning instructional staff in the current system which will function as limits or constrains upon the design of the projected instructional system. The designer must know some essential things about current staff members, e.g., how many there are, and what training and experience they have. He must know what financial resources there are for changing or augmenting the staff and what legal requirements are imposed on the staffing for continuation high school.

These findings are divided into six categories in the following presentation:

A. Staff Roles
B. Staff Requirements
C. Staff Training
D. Staff Experience
E. Staff Attitudes
F. Staff Cost
G. Monies Available.

A. Staff Roles

The first step was to identify the instructional staff of Valley High School and their roles. This was accomplished through interviews with the school's administrator. The interview was conducted in Mr. Campbell's office at Valley, and also during a tour of the school plant. Identifying the staff at

Valley for the school year 1967-68 was easily accomplished. The identification of the staff for the school year 1968-69 is not complete, however, since there have been several changes, and all of the open positions have not been filled as of the date of this writing. (See Figure 1, following page.)

A total of thirteen staff members will be used in the school year 1968-69. There will be eight full-time staff, four half-time instructors, and one one-quarter time teacher. Two clerks are also assigned to Valley High School. Although the Continuation Education Association recommends all full-time staff, it is often difficult to hire staff capable of teaching all the specific courses required. Because of the small enrollment, many of the staff must be able to teach several areas.

Of the four staff members who have left, two left for other positions, one was not offered a new contract, and another, an auto repair instructor, will teach only for the adult school. His course is not to be offered at Valley High this coming year.

B. Staff Requirements

The second step was to identify the credential requirements as mandated by the California Education Code. The credentials held by the Valley staff were identified in the questionnaires administered by the Project. (See Figure 2, p. 22 , infra.)

According to Subchapter 18, Title 5, California Administrative Code, page 398.1, the credential requirements for

Figure 1

VALLEY HIGH SCHOOL

Certificated Staff 1968-69

Staff No.	Assignment	Time	Major(s)	Minor(s)
1.	Principal	Full	Administration, English	Social Science
2.	Counselor	Full	Counseling, Business	Social Science
3.	English, Social Science	Full	Social Science	Psychology
4.	Social Science	Full	English, Social Science	Science
5.	Mathematics, Science, Social Science	Full	Physical Education	Social Science English
6.	State Required Courses	1/4	Physics	Mathematics
7.	Upholstering	1/2	Vocational	
8.	Radio-TV Repair	Full	Vocational	
9.	Drafting, Related Mathematics, Art	Full	Vocational	
10.	English, Mathematics	1/2	English	Business
11.	Social Science	Full	History	Political Science
12.	English	1/2	(to be hired)	
13.	Business	1/2	(to be hired)	
		Office Staff		
1.	Clerk	Full		
2.	Clerk	Full		

Figure 2

STAFF CREDENTIALS

Staff No.	Staff Title	Credential Required	Credential Held
1.	Principal	Administration	Administration
2.	Counselor	Pupil Personnel	Pupil Personnel
3.	Teacher	Secondary	Secondary (partially fulfilled)
4.	Teacher	Secondary	Secondary (partially fulfilled)
5.	Teacher	Secondary	Secondary (partially fulfilled)
6.	Teacher	Secondary	Secondary
7.	Teacher	Vocational	Vocational
8.	Teacher	Vocational	Vocational
9.	Teacher	Vocational	Vocational (partially fulfilled)
10.	Teacher	Secondary	Secondary (partially fulfilled)
11.	Teacher	Secondary	Secondary
12.	Teacher	Secondary	Not yet hired
13.	Teacher	Secondary	Not yet hired

a separate continuation high school are the same as those of a regular secondary school. Valid secondary credentials are required, and provisions are made for teachers to obtain partially fulfilled credentials. As seen in the chart, all staff hired for the school year 1968-69 have valid credentials.

Teachers may hold special credentials when teaching in a vocational or related field. Also, under the law, a teacher holding an elementary credential may teach reading in a continuation school.

C. Staff Training

The third step was to identify the training each of the staff members has had. A questionnaire was devised to gather the information desired: the Teachers Background Information Questionnaire.

Many sections of the returned questionnaires were incomplete. To get the missing information, a second, more detailed questionnaire (Teacher Training Questionnaire), was designed. This was given to the staff personally by a Project member during a faculty staff meeting at Valley. Only eight of the twelve teachers were present. The remaining faculty members were given the questionnaire the next day.

Only six of these questionnaires were returned. The other teachers did not complete them, saying they did not have time, or that the questionnaire did not apply to them. Finally, late in July, the Project gathered this information through direct contact with the faculty members.

Figure 3

STAFF TRAINING

RELATED COURSE WORK

STAFF	1	2	3	4	5	6	7	8	9	10	11	*
Number of courses taken in:												
Subject Area	10	20	20	20	14+	16	1	N	N	10+	20	9
Methods	4	7	3+	2	2	2	2	N		2+	2	9
Teaching Reading	1	4	0	1	0	1	N	N	N	5+	0	5
Adolescent Psychology	1	1	2+	1	2+	1	N	N	N	0	3	7
Sociology (deprived areas, urban problems)												
Divergent-problem youth	2	W	0	W	0	0	N	1	N	0	1	3
Drugs-narcotics	W	W	W	1	0	2	N	N	N	W	1	2
Counseling-guidance	2	9+	1+	3	7+	2	N	N	N	0	1	7
Audiovisual-programmed inst.	1	1	1+	1	1	2	N	N	N	2	0	7
Writing Behavioral Objectives	0	1	0	0	0	0	N	N	N	0	0	1
Continuation workshops - classes	2	2+	W	0	0	0	N	N	N	0	0	2
Continuation Conferences	10	1+	W	1	0	0	N	N	N	0	0	3
In-Service Training	20	3+	5	0	0	0	N	N	N	0	0	3
Visits to Other Schools	12	5+	W	2	1	0	N	N	N	0	2	5
Visits to Referral Agencies	4	2+	1	2	0	0	N	N	N	0	0	4

* Percent of staff who plan to take more courses in this area.

W Have not taken, but plan to take.

N No response. Staff 7, 8 and 9 are vocational teachers.

As seen in Figure 3, most of the staff has had considerable teaching in their subject area. Very few Valley teachers have taken courses involving issues of continuation education, however, or involving "special-problem" students whether divergent or educationally disadvantaged. Few of the teachers plan to take such courses. It is also noted that most of the teachers have never visited other continuation schools or attended the many workshops or conferences held nearby throughout the year.

D. Staff Experience

The fourth step was to identify the experience each staff member has had which is relevant to his position at Valley High School. This information was gathered from the first questionnaire administered to the staff at Valley. Staff members were asked to list all teaching experience, as well as any other experience relevant to their positions, including military or part-time jobs. The age of the faculty was included.

Figure 4

STAFF EXPERIENCE

STAFF	1	2	3	4	5	6	7	8	9	10	11
Age	48	39	23	49	30	37	43	39	27	47	32
Years Teaching	17	17	1	8	1	10	3	18	1	1	2
Years in Continuation Education	2	2	1	2	1	1	1	2	1	1	1/2
Years in Work Experience related to assignment	7	2	0	18	1	1	25	2	8	16	1/2

Ages of the staff range from twenty-three to forty-nine. Only two staff members are under thirty years of age while four are over forty. Four staff members have taught for only one year. No one has taught in a continuation program longer than two years. The amount of work-experience related to present teaching assignment ranges from none to twenty-five years.

E. Staff Attitudes

The Instructional Preference Scale was administered to the staff at Valley High School to determine their attitudes toward instructional media and methods. Eleven members of the staff responded to the seventy-six items. The scale has five points ranging from "strongly like" to "strongly dislike." By averaging the staff responses, the following results were obtained.

Figure 5

STAFF ATTITUDES

Strongly Like	
7. Class with less than 10 students	65. Going to college
63. High school diploma	69. Getting a job

Like	
3. Field Trips	9. Filmstrips
6. Paperback books	14. Math classes
8. Magazines	28. Television teaching

Figure 5
(continued)

38. Working at own speed
45. Honor rolls
47. Teacher's praise
53. Awards
54. Assemblies
55. Good grades
67. Student government

Indifferent

2. Counselors
5. Films
10. English classes
11. Contracts
12. Programmed materials
13. Teachers
15. Workbooks
17. Newspapers
19. Libraries
20. Working by yourself
21. Science classes
22. Principals
23. Summer school
24. Remedial reading classes
25. Teaching games
26. Tapes and recordings
27. History classes
30. Industrial arts classes
31. Tests and quizzes
32. Business classes
33. Writing papers
34. Class discussions
36. Listening in class
37. Doing research
39. Doing reports
42. Doing projects
44. Help from teachers
46. School sports
48. Advice from teachers or counselors
49. Suspension
51. School dances
52. Clubs
56. School newspapers
57. Going into the military
58. Teacher's criticism
60. School plays
61. Parent conferences

Figure 5
(continued)

62. School bands and glee clubs
64. Detention
66. Report cards
68. Dressing the way you want at school
71. Smoking at school
72. Going to trade school
73. Chewing gum at school
74. Getting out of seat without permission
75. Eating in class
76. Students deciding what to study in class

Dislike

1. Textbooks
4. Lectures
16. Classes with about 30 students
18. Teaching machines
35. Speaking before the class
40. Homework
41. Taking notes
43. Redoing work
50. Home calls by teachers
59. Swats
70. Bad grades

Strongly Dislike

29. Classes with more than 40 students

The teachers at Valley High School value highly getting good grades and a high school diploma, going to college and getting a job. They like small classes, students being able to work at their own speed and awards and honor rolls. The media they prefer includes filmstrips, paperback books, magazines and television teaching.

Perhaps the most significant finding is the indifference or dislike the teachers feel toward programmed instruction, teaching machines, teaching games, contracts and workbooks. All of these media are basic parts of modern instructional technology and probably necessary to individualized instruction. The curriculum designers will need to be cognizant of these attitudes if such media are to be introduced into the instructional system.

F. Staff Cost

The next step was to identify the cost of the instructional staff at Valley High School for the school year 1967-68. This was done by obtaining a copy of the budget from Mr. Campbell and having him explain the items. The total cost of the staff for 1967-68 was $84,748.00.

With two staff members yet to be hired at Valley High School, and no way of knowing the exact placement of the returning staff on the district's salary schedule for the year 1968-69, the exact cost of the instructional staff for the coming year is not known. It will, however, be close to $85,000.00.

G. Monies Available

To identify the amount of monies available to pay for staff for the next three years, Mr. Robert Schilling, the Assistant Superintendent of Instruction in the La Puente Union High School District, was interviewed. According to Mr. Schilling, Valley High School qualifies for state aid under

the Necessary Small School Funding Act. This is the most economical method of funding continuation schools.

As seen in Figure 6, Valley High last year had an ADA (Average Daily Attendance) of 131. This gave the school $98,100.00 in funds for staffing as long as the staff remained at ten. Next year the staff again will be ten, with an expected ADA of between 127 and 135, thus providing the same amount of monies.

The maximum number of ADA that a continuation school may have is 300, with a necessary staff of at least fifteen. In the maximum situation, the funding jumps to $138,600.00.

Figure 6

CONTINUATION SCHOOL NECESSARY
SMALL SCHOOL FUNDING PROGRAM

ADA	Number of Certificated Staff	Teacher Pupil Ratio	Available Funding
20 or less	3	7	$ 41,400
21 - 40	4	5	49.500
41 - 60	5	8	57,600
61 - 75	6	10	65,700
76 - 40	7	11.	73,800
91 - 105	8	11	81,900
106 - 120	9	12	90,000
121 - 135	10	12	98,100
136 - 150	11	13	106,200

Figure 6
(continued)

ADA	Number of Certificated Staff	Teacher Pupil Ratio	Available Funding
151 - 180	12	14	$114,300
181 - 220	13	14	122,400
221 - 260	14	15	130,500
261 - 300	15	16	138,600

II. FACILITIES

The major task here was to document all relevant variables concerning facilities which could limit or constrain the proposed instructional system's design.

The designer needs to know the size, location, financial resources and mandates of the California Building Code for the continuation high school plant. He must also know the kind and amount of equipment and materials that will be available for use, as well as the financial resources for additional requirements.

In the following presentation, all these variables are discussed under these topic headings: A) location and size, B) money available for building, C) equipment and materials, and D) money available for equipment and materials.

A. Location and Size

A new plant for Valley High School should be ready by September, 1970. The location and size of the future site has not yet been determined. According to Mr. Campbell, a

proposed temporary school will be completed by January, 1969. This school is to be built by a private firm at a cost of about $175,000.00, and then loaned to the district for use by Valley High School for eighteen months, at which time the new plant should be ready for use. At the end of this time, the temporary building will be taken over by the Adult School.

As of this date, neither the California School House Planning nor the California Building Codes, have provisions or guidelines for the building of a continuation high school. A committee is presently working on plans for the new continuation high school in the La Puente Union High School District. The committee is composed of the following: Dr. Glen Wilson, Superintendent; Mr. Robert Schilling, Assistant Superintendent-Instruction; Mr. Aubrey Calvert, California State Bureau of School Planning; Mr. Charles H. Ambellan, California State Bureau of School Planning; Mr. Joe Swartz, Kistner, Wright & Wright, Architects; and, Mr. Leon East, Director, Continuation Education System Development Project.

Dr. Robert Schwelke, California State Bureau of School Planning, informed the Project that no figure on the building or space standards for continuation schools has been determined. Most educators are asking for ninety square feet per ADA, and this amount has been proposed by the district

committee. Mr. Calvert of the California State Bureau is to keep the Project and the district informed of any state decisions on this matter.

B. Money Available for Building

Information about the amount of money available for constructing the new continuation high school plant was obtained from Mr. Robert Schilling. According to Mr. Schilling, on October 10, 1967, one million dollars was obtained as a result of a bond election, for the construction of the new Valley High School. Other monies will be available from the state, the exact amounts of which will be determined in the near future. The state will provide all its monies on a twenty-five year loan that need not be paid back.

C. Equipment and Materials

Information about the amount and type of instructional equipment now available at Valley High School was obtained from Mr. Steve Campbell, Mr. Irving Rem, Coordinator Educational Media, a personal survey of equipment at the school made by a Project staff member, and questionnaire forms administered to the staff. (See Figure 7.)

Figure 7

EQUIPMENT AT VALLEY

Equipment	Number	Condition*	Average*
Desks, Students	203	P-G	F
Chairs, Students	123	P-G	F

Figure 7
(continued)

Equipment	Number	Condition*	Average*
Tables	7	P-VG	F
Desks, Teachers	10	P-G	F
Chairs, Teachers	4	F-G	F
Typing Tables	35	F	F
Bulletin Boards	3	P-F	P
Blackboards	5	P-E	F
Cabinets	20	P-E	G
Bookshelves	1	F	F
Maps (set)	1	G	G
Globes	1	G	G
Sinks	1	G	G
Sewing Machines	4	G	G
Button Machines	1	G	G
Stools	42	G	G
Typewriters			
Manual	25	G	G
Electric	4	G	G
Adding Machines	4	G	G
Thermofax	1	G	G
Canals	6	F-G	F
Benches	7	G	G
Cupboards	2	P-F	P
Drafting Tables	17	G	G
Work Tables	8	F	F
Filmstrip Projector	1	G	G

* P - Poor; F - Fair; G - Good; VG - Very Good; E - Excellent.

At the present time, equipment is limited at Valley High School. Most of the equipment belongs to the Adult School. There is a serious lack of blackboards, bulletin boards, and bookshelves. The equipment is, for the most part, in poor to fair condition, and will have to be used by Valley High School during the school year 1968-69, or until Valley moves into its new temporary quarters.

The present audio-visual equipment at Valley is quite limited. Only one filmstrip projector is available. Valley uses equipment belonging to the Adult School when needed, however. Available for use are four 16mm projectors, five overhead projectors, five screens, one tape recorder, and two record players. A projector, ten filmstrip previewers, and an overhead projector are on order for next year.

From what the Project could determine in personal surveys and in the interviews, Valley High School has an adequate supply of texts, but not of audio-visual material. A sufficient supply of textbooks is available for all courses, including reference and workbooks. Other materials have been ordered for the coming year. The school has supplementary ESEA Title III library books available in the Instructional Materials Center. Over 1,000 books are available, but most are not used.

The La Puente Union High School District has an excellent curriculum library and audio-visual center. There are over 63,000 books, 1,486 professional books, 926 magazines,

35 newspapers, many pamphlets, 2,700 filmstrips and slides, 2,800 transparencies, 213 films, 5,500 recordings, 3,000 tapes, and other audio-visual equipment available for instructional use in all subject areas. Los Angeles County also makes available large numbers of films and recordings for use by the school.

It must be pointed out that while much equipment is available, most of the teachers at Valley do not make use of it. Some say that it does no good. None of them report having ever used materials from the district or the county. No teacher has used any equipment from the Adult School during the last six months.

D. Money Available for Equipment and Materials

To identify the amount of money that will be available for purchase of equipment when the Project is implemented, an interview was held with Mr. Robert Schilling and, also, with Mr. William J. Atkin, Principal of Opportunity High School, ABC Unified School District, Artesia.

As of August 1, 1968, no exact amounts for building and equipment have been determined by the California Department of Education. Test cases on continuation education finance, however, are just now going before the state, and when the Project is implemented, large amounts of monies may become available.

When a new school is built, the entire building program is financed by the state on a twenty-five year loan, which

is often written off at the end of that period. All equipment is included under capital outlay. This includes such things as desks, chairs, tables, audio-visual equipment, shop equipment, teaching aids over $20.00, texts, and library equipment.

III. PROGRAM

The task was to document all relevant program variables in the current system which could function as limits or constraints in the design of the proposed system. The designer needs to know how continuation students are referred and selected, the amount of hours students must attend, what courses and services are offered, the type of work-experience programs that are offered, and ways in which students achieve credit for their work. Legal requirements and state and district policies must also be considered.

These program variables will be discussed under these topic headings: A) who attends continuation school, B) attendance, C) courses, D) services, E) work-experience, and F) credit.

A. Who Attends Continuation School

The first step was to identify the requirements on who may attend a continuation school. According to the California Education Code, students subject to attendance of continuation school are those under eighteen years of age, not graduated from a regular high school, and not in attendance at a regular full-time school. This includes students suspended for twenty days or more from a regular high school.

Project REACH, an ESEA Title III project in Riverside, identified eleven types of students most commonly found in continuation schools:

1. Student who is a low achiever, shows slow progress, previous record indicates probable failure, sullen and quiet, has a poor image of himself, may be overage and a poor reader. No discipline problem.

2. Student who is a low achiever, shows slow progress, may be a poor reader - hostile, aggressive behavior due to tensions and pressures, regular school malajustment, lacks appreciation and is not appreciated, may be overage, has a poor image of himself, feels inferior.

3. Students who are socially or physically mature, but are disoriented with the comprehensive school. May be capable, but needs course or requirement make-up. May be an accelerated but bored student, or a gifted but unchallenged student.

4. Student with a need for individual and personal attention; he may need a small class and small school setting. This may be a culturally deprived student, or imminently terminal student

5. Dropouts - students returning after a period of absence.

6. Students who must be enrolled in continuation school or classes due to legal requirements -- those who have

been suspended ten days or are probation and parole referrals and in some cases for truancy.

7. Occupationally or vocationally oriented, non-academic, shows little or no academic progress. May or may not be a discipline problem.

8. Working student, full or part-time.

9. Student with health problems who must of necessity be absent from school for certain periods. Pregnant, asthmatic, etc., students.

10. Late semester enrollees, out of state students, those with nomadic family backgrounds, such as migrant workers.

11. Students with serious anti-social behavior - drug users, overly hostile students, serious non-conformists, runaways, and students displaying erratic behavior because of home problems. (Operation REACH, Final Report, Offices of Imperial and Riverside Counties, Superintendent of Schools, August, 1967.)

There was no selecting or screening process or committee in La Puente Union High School District this school year. Any student was accepted into Valley if referred by a comprehensive school.

In July, 1968, a placement committee was formed. The exact duties and procedures to be used by this committee have not yet been developed. It consists of the following people: Mr. Steve Campbell, Principal, Valley High, (Committee Chairman); Mr. Robert Schilling, Assistant Superintendent-Instruction,

(member); Mr. William Sandison, District Psychologist, (member); Mr. Patrick Powell, Assistant Principal, La Puente High School, (member); and, Miss Oma Traylor, Assistant Principal-Instruction, Rowland High School, (member).

B. Attendance

The second step was to identify amount of attendance required of a continuation high school student.

The California Education Code requires a minimum attendance for students not employed full-time of 180 minutes per day. Minimum attendance for a full-time employed student is 240 minutes per week. No student may be credited with more than fifteen hours of attendance in any calendar week.

For ADA purposes, these figures also represent the maximum. Students may attend more hours per week, but the school does not receive additional ADA credit.

At Valley High School, each student is required to attend four hours per day, from 1 to 5 p.m. This is actually four 53 minute periods.

If students are not attending, phone calls and home calls are made. If a student is deemed habitually truant, referrals to the probation department are made. This year, as of March 8, 1968, twenty-four such referrals have been made.

With an enrollment of 284 students at Valley High, ADA runs about 148 students, or 52%. Average attendance runs about 118 students, or 42%.

C. Courses

The third step was to identify the requirements on courses offered at a continuation high school. According to the California Education Code, each continuation high school offer the following curriculum:

1. A basic curriculum including all the following fields:

    a. Social-Civic Education (including citizenship) - four years

    b. Health Education (Health, Safety, and Driver's Education)

    c. English - three years

    d. Mathmetics - one year

    e. Occupational information.

2. At least three of the following fields:

    a. Agriculture

    b. Arts and Crafts

    c. Business Education

    d. Foreign Language

    e. Homemaking

    f. Industrial Arts

    g. Music

    h. Science.

Valley High School, like most continuation schools, satisfies these minimum curriculum requirements and offers elective courses in addition to those required. The following are the courses now offered at Valley:

English I, II, III	Drafting
United States History	Basic Science
American Problems	Typing
American Government	Record Keeping
World History	Upholstering
Geography	Radio-TV Repair
Math	Art

D. Services

The fourth step was to identify the requirements for services to be offered at a continuation high school.

The law as stated in the California Education Code, states that continuation schools must provide the following program of guidance, placement and follow-up services:*

1. Individual counseling in matters dealing with educational, occupational, social and civic problems

2. Assistance in procuring suitable employment

3. Visitation of pupils at places of employment to determine the effectiveness of the guidance and placement service

4. Evaluation of the pupil's past program of instruction.

The services offered in the area of counseling at Valley satisfy the state's requirements and recommendations. The following are the services now offered at Valley High School:

---

* In most schools, teachers often perform most of these duties. A pupil-personnel credential is not required for this.

1. Vocational, educational, social, and personal counseling are available from a full-time counselor or the staff at Valley.

2. Home counseling by a team from the La Puente Union High School District composed of a psychologist, a social worker, and a vocational counselor. This team is funded under a federal grant, and counsels families that need help. This includes families of students who attend Valley High School.

3. Twice a week the social worker from the Home Counseling Team meets with students for group counseling. Usually these students are those having attendance problems.

4. Once each week a probation officer meets with students individually and in groups. He also works with the faculty.

5. Approximately every two weeks, the district superintendent or assistant superintendent visits the school to check on progress and offer suggestions for improving curriculum and methods.

At the present time no health services are offered. State law does demand that some service, even first-aid, be available.

E. Work-Experience

The fifth step was to identify the requirements for work-experience programs which are offered at a continuation high school. The California Education Code was surveyed for this

information. Mr. Don Ramak, Director of Work-Experience, Norwalk-La Mirada Union High School District, was also consulted.

No school or district is required to provide work-experience programs. The state requires only that there be coordination of continuation students with employers, including counseling, job-placement, and issuance of work permits. Valley High fulfills these requirements.

A full-time work-experience coordinator has been hired by the district for the school year 1968-69. Mr. Campbell plans to offer three types of work-experience programs in the school year 1968-69.

The vocational program will require the student be enrolled in a corresponding vocational class. He will be paid by his employer and will receive one credit for thirty-six hours of work. A student participating in the general program may be employed in any type of work. He will be paid by his employer and will receive one credit for thirty-six hours of work. Exploratory programs are for students in any short-term job. They may or may not be paid and will receive one credit for twelve hours of work.

The maximum credits a student may earn in four years is forty. The maximum hours for a work-study program is forty-eight per week. The student must:

1. Be enrolled in school (minimum four hours per week)
2. Be sixteen (fourteen in special cases)

3. Must have valid work permit

4. Must comply with child labor laws.

This plan must be approved and reviewed each year. Federal projects, such as the Neighborhood Youth Corps and the Vocational Education Act can be used to help defray expenses.

F. Credit

The last step was to identify the method by which students at Valley High School achieve credit for their work. Interviews and a questionnaire were administered to the staff members of Valley High. The staff was asked to identify the methods of achieving credit and evaluate these methods.

There are two basic methods of achieving credit for work at Valley High School. The first of these is the completion of contracts each of which represents approximately five days of work. Eighteen such contracts equals five credits. The contract may be organized and written, or it may be an informal, verbal agreement between student and teacher.

The second method is the completion of a net amount of productive hours, as determined by the instructor. Seventy-five hours equals five credits. Two-hundred (200) credits are required to graduate from a high school in the La Puente Union High School District. Any amount may be transferred into Valley with a student.

Students take four courses a semester, which usually means twenty credits would be earned. Students may complete

as many contracts as they want, however, and thereby earn more credits per semester. In this way the school can be described as "ungraded."

By the teachers' estimations, 85% of the students read below the high school level, yet the average contract reading level is ninth grade. Also, they estimate that the average attention span of these students is twenty minutes. Very few of them complete a contract in the given time. Thirty percent (30%) complete one contract per week; 40% every two to three weeks; and, 30% complete little or no work.

SUMMARY OF FINDINGS

I. INSTRUCTIONAL STAFF

The instructional staff at Valley High School for the school year 1968-69 will consist of a principal, a counselor, and eleven teachers. Six of these teachers will be full-time; four will be half-time; and, one will be quarter-time. Of the eleven teachers, nine taught at Valley during 1967-68. Two teachers remain to be hired. The returning teachers are legally credentialled, with five holding partially fulfilled credentials.

Most of Valley staff has had considerable training in the subject area they teach. Few have had training concerning the issues of continuation education or the students who attend these programs. Many of the staff have limited teaching experience and none have taught in a continuation program longer than two years.

Valley teachers value good grades, high school diplomas, going to college and getting a job. They are tolerant of permissive school rules and dislike severe punishment techniques. They have positive feelings toward the use of paperback books, filmstrips and small classes. They have negative feelings toward large classes, textbooks and lectures. They are either indifferent to, or dislike,

programmed instruction, teaching machines and teaching games.

The cost of Valley staff for the school year 1968-69 will be about $85,000.00. This money is obtained from the State of California under the Necessary Small School Funding Act. The amount of money is determined by the school's ADA. The expected ADA for the school year 1968-69 is 127. This means that the state will pay $98,100.00, or about $13,000 over what is needed.

II. FACILITIES

Valley High School will move twice in the next eighteen months. In January, 1969, the school will move into a plant being built by a private firm and loaned to the district for use by Valley High School for eighteen months. By September, 1970, the new plant built especially for Valley High School will be ready for occupancy.

One million dollars is available for the construction of the new Valley High School. This money was obtained as a result of a bond election. Other monies will be available from the state on a twenty-five year loan that need not be paid back. No figure on the building or space standards for a continuation high school has been determined. Many educators are asking for ninety square feet per ADA.

Most of the equipment at Valley is on loan from the Adult School. The audio-visual equipment is quite limited, with only one filmstrip projector available. A sufficient

supply of textbooks, reference books and workbooks is available. The La Puente Union High School District has a curriculum library and audio-visual center. Los Angeles County also makes available large numbers of films and recordings for use by the school.

No exact amount of money available for building and equipment at continuation schools has been determined by the California State Department of Education. All equipment is included under capital outlay when a new school is built. This includes such things as desks, chairs, tables, audio-visual equipment, shop equipment, teaching aids over $20.00 and library equipment.

III. PROGRAM

Those students under eighteen years of age who are not graduated from, and not in attendance at, a regular high school are subject to attendance at a continuation high school. During the school year 1967-68, there was no screening or selecting process for admitting students to Valley High School. Any student who was referred was accepted. In July, 1968, a committee was formed to determine a screening process. At the time or this printing, no exact procedures had been determined.

Unless they are working full-time, Valley students must attend at least 180 minutes per day according to the state code. Valley High School runs four hours per day

from 1 to 5 p.m. If students are not attending, phone calls and home calls are made. A student deemed habitually truant is referred to the probation department.

Valley High School satisfies the minimum curriculum requirements mandated by the California Education Code. In addition, it offers several elective courses of a vocational nature.

Valley also meets the state requirements for services to be offered students. A full-time counselor is available for vocational, educational, social and personal counseling. Home and group counseling is provided by a team composed of a psychologist, a social worker, and a vocational counselor. Once a week a probation officer meets with students individually and in groups. No health services are offered at the school.

Three types of work-experience programs will be offered at Valley during the school year 1968-69. A student participating must be enrolled in school a minimum of four hours per week, be sixteen, and have a valid work permit. He may earn forty credits in four years for his work experience. In the vocational or general programs, he may earn one credit for thirty-six hours of work. In the exploratory program, he will receive one credit for twelve hours of work.

There are two methods of achieving credit for work at Valley High School (not including the work-experience programs). The first is the completion of contracts.

Each contract represents five days of work. Eighteen such contracts equals five credits. The second method is the completion of a net amount of productive hours, as determined by the instructor. Seventy-five hours equals five credits. Two-hundred credits are required to graduate from high school.

TABLES

TABLE I

TEACHER BACKGROUND INFORMATION

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE I

TEACHER BACKGROUND INFORMATION

To: Valley High School Teachers Date: March 6, 1968

Subject: Teacher Background Information From: Martin Young

Please fill out the following form and turn in to Mr. Campbell today.

Age_____ Years Taught_____ Years in Continuation Ed._____

Degrees held_____ Major_____ Minor_____

_____

Degree working on _____

Credentials held _____

Credentials working on _____

Units earned beyond BA _____

Units now enrolled _____

Please list all courses, by title, you have taken relevant to your teacher assignment at Valley High School (use back if necessary).

_____

_____

Please list all courses, by title, relevant to your work with the students at Valley High School (use back if necessary). _____

_____

_____

Please list your teaching experiences (use back if necessary). _____

_____

_____

Please list all other experiences, including military, part-time jobs, travel, that is relevant to your work at Valley High School (use back if necessary). _____

Authorized by P.L. 89-10, Sec. 301-308, TITLE III. Grant No. OEG-9-8-03513-0022-(056)

TABLE II

METHODS AND MEDIA QUESTIONNAIRE

TABLE II

METHODS AND MEDIA QUESTIONNAIRE

	Often	Some	Never
Do you make your own audiovisual materials?	____	____	____
Do you use the District Curriculum Library?	____	____	____
Do you use the County Library materials?	____	____	____
Do you use Adult School equipment or materials?	____	____	____

Please check the following if you use them, feel they are effective, or would use them.

	Use now	Are effective	Would like to use if conditions change
Lectures	____	____	____
Discussions	____	____	____
Research	____	____	____
Contracts	____	____	____
Note taking	____	____	____
Programmed instruction	____	____	____
Having students redo poor work	____	____	____
Tests and quizzes	____	____	____
Room displays	____	____	____
Class committee work	____	____	____
Bulletin board displays	____	____	____
Games in class	____	____	____
Student writing	____	____	____
Student speaking	____	____	____
Student reading	____	____	____
Large group instruction	____	____	____
Small group instruction	____	____	____
Independent study	____	____	____

	Use now	Are effective	Would like to use if conditions change
Homework			
Students tutoring other students with reading problems			
Verbal praise			
Honor rolls or lists			
Paperbacks			
Workbooks			
Work sheets (dittos)			
Student help or Aides in class			
Homework			
Grading and returning work			
Course outlines			
Course objectives			
Minimum standards			
Discussing work with students			
Choice of texts and materials for students			

Please list any methods or materials you use now that are effective at Valley High School.

Are there any methods or materials you would not use?

TABLE III

INSTRUCTIONAL PREFERENCE SCALE

TABLE III

INSTRUCTIONAL PREFERENCE SCALE

INSTRUCTIONAL PREFERENCE SCALE

TEACHERS: Please read the following instructions aloud to your class.

"This is a short test to find out what you like and don't like about your school experiences.

We ask you to be completely honest. We don't want to know who takes the test. No names or numbers are used, and students will collect the tests. We only want to know how you really feel.

You will receive 1/5 of a contract credit for taking this test.

On the test there will be an item and a place to mark how you feel about it on a scale. Check whether you strongly like it, like it, if you are indifferent, if you dislike it, or strongly dislike it.

For example:

	strongly like	like	indifferent	dislike	strongly dislike
School		✓			

If you liked school, you would place a check mark in the square under "like", as above. Your teacher will now work a few examples on the board.

Your teacher will read the test items aloud as you go along to help you over some of the more difficult words. You will not be able to stay too long on any one item for you will have just 10 seconds to mark down your first feeling.

Now turn to page 1 of the test."

INSTRUCTIONAL PREFERENCE

SCALE

	strongly like	like	indifferent	dislike	strongly dislike
1. Textbooks					
2. Counselors					
3. Field trips					
4. Lectures					
5. Films					
6. Paperback books					
7. Classes with less than 10 students					
8. Magazines					
9. Filmstrips					
10. English classes					
11. Contracts					
12. Programmed materials					
13. Teachers					
14. Math classes					
15. Workbooks					
16. Classes with about 30 students					
17. Newspapers					
18. Teaching machines					
19. Libraries					
20. Working by yourself					

	strongly like	like	indifferent	dislike	strongly dislike
21. Science classes					
22. Principals					
23. Summer school					
24. Remedial reading classes					
25. Teaching games					
26. Tapes & recordings					
27. History classes					
28. Television teaching					
29. Classes with more than 40 students					
30. Industrial arts classes					
31. Tests & quizzes					
32. Business classes					
33. Writing papers					
34. Class discussions					
35. Speaking before the class					
36. Listening in class					
37. Doing research					

	strongly like	like	indifferent	dislike	strongly dislike
38. Working at own speed					
39. Doing reports					
40. Homework					
41. Taking notes					
42. Doing projects					
43. Redoing work					
44. Help from teachers					
45. Honor rolls					
46. School sports					
47. Teacher's praise					
48. Advice from teachers or counselors					
49. Suspension					
50. Home calls by teachers					
51. School dances					
52. Clubs					
53. Awards					
54. Assemblies					
55. Good grades					
56. School newspapers					
57. Going into the military					

	strongly like	like	indifferent	dislike	strongly dislike
58. Teacher's criticism					
59. Swats					
60. School plays					
61. Parent conferences					
62. School bands and glee clubs					
63. High school diploma					
64. Detention					
65. Going to college					
66. Report cards					
67. Student government					
68. Dressing the way you want at school					
69. Getting a job					
70. Bad grades					
71. Smoking at school					
72. Going to trade school					
73. Chewing gum at school					
74. Getting out of seat without permission					

	strongly like	like	indifferent	dislike	strongly dislike
75. Eating in class					
76. Students deciding what to study in class					

TABLE IV

TEACHER TRAINING QUESTIONNAIRE

TABLE IV

TEACHER TRAINING QUESTIONNAIRE

TEACHER TRAINING

Please indicate the number of courses you have taken in the following areas. If you will take any in the future, please check on line at right.

	Number of courses you have taken	Will take
Your subject area	_____	_____
Methods of teaching your subject	_____	_____
Teaching reading	_____	_____
Adolescent psychology	_____	_____
Sociology (deprived area, urban problems)	_____	_____
Divergent or problem youth	_____	_____
Drugs or narcotics	_____	_____
Counseling and guidance	_____	_____
Audiovisual or programmed instruction	_____	_____
Writing behavioral objectives	_____	_____
Other related courses	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Continuation workshops	_____	_____
Continuation conferences	_____	_____
In-service training	_____	_____
Visits to other continuation schools	_____	_____
Visits to referral agencies	_____	_____

TABLE V

INSTRUCTIONAL FACILITIES EVALUATION FORM

1. Textbook Evaluation

2. Instructional Space Inventory

TABLE V

INSTRUCTIONAL FACILITIES EVALUATION FORM

TEXTBOOK EVALUATION

Title _____

Author _____

Publisher _____

Subject _____

Number on hand _____ Reading level _____

Is it part of a series? ____ Are the other books used? _____

Associated texts or materials _____

_____

Type: Programmed instruction ___ Standard text ___ Reference material___

Workbook ___

TEACHER EVALUATION OF TEXTBOOK

	5 Excellent	4 Very good	3 Good	2 Fair	1 Poor	Total
Appropriate reading level	_____	_____	___	___	___	___
Appropriate subject content	____	_____	___	___	___	___
Student reaction to text	_____	_____	___	___	___	___
Overall value to Valley	_____	_____	___	___	___	___
Usefulness in large groups	_____	_____	___	___	___	___
Usefulness in small groups	_____	_____	___	___	___	___
Usefulness in independent study	_____	_____	___	___	___	___

Please comment on strengths _____

_____

_____

_____

Please comment on weaknesses _____

_____

_____

_____

INSTRUCTIONAL SPACE INVENTORY

Room number_____Size____x____Total square feet_____

Number of students room can handle_____

EQUIPMENT EVALUATION

	Number	5 Excellent	4 Very good	3 Good	2 Fair	1 Poor
Teacher desks						
Teacher chairs						
Student desks						
Student chairs						
Tables						
Bulletin boards						
Blackboards						
Cabinets						
Bookshelves						
Maps						
Globes						
Sink						
Business and vocational						
_____						
_____						
Other						
_____						
_____						
_____						
_____						
_____						

ROOM EVALUATION

	5 Excellent	4 Very good	3 Good	2 Fair	1 Poor	Overall
Light control						
Ventilation						
Acoustics						
Entrances						
Arrangement						
Electrical outlets						
Overall evaluation						

AUDIO-VISUAL

Please check the following if you; A) use them; B) can work them; C) would use in a different setting or situation; D) would use if you knew how to.

	A Use now	B Can work them	C Would use in a different setting	D Would use if I knew how
Filmstrip projectors				
8 mm films and projectors				
16 mm films and projectors				
Slide projectors				
Tape recorders				
Record player				
Television				
Overhead projectors				
Opaque projectors				
Room displays				
Listening posts				
Teaching machines				

Please list any other equipment you use or would like to use at Valley High school.

TABLE VI

PROGRAM EVALUATION QUESTIONNAIRE: TEACHERS

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PROGRAM EVALUATION QUESTIONNAIRE: TEACHERS

COURSES AND CONTRACTS

Please list your subject area(s) _____

What percent of your students read on the following levels?

0 - 5 _____% 6 - 9 _____% 10 - 12+ _____%

What is the lowest reading level of your contracts?

0 - 4 _____ 4.1 - 9.0 _____ 9.1 - 12+ _____

What do you estimate the maximum attention span of Valley students?

10-15 Min._____ 16-20 Min._____ 21-30 Min._____ 31-45 Min._____

What percent of your students finish at least one contract per week?

75% or more_____ 50-75%_____ 25-50%_____ 25% or less_____

What percent finish one contract every two(2) to three(3) weeks?

75% or more_____ 50-75%_____ 25-50%_____ 25% or less_____

What percent do little or no work?

75% or more_____ 50-75%_____ 25-50%_____ 25% or less_____

To help us evaluate the program and plan a new curriculum,

Please list the strengths of present contracts_____

_____

_____

Please list the weaknesses of present contracts_____

_____

_____

Please list the strengths of your course(s)_____

_____

_____

Please list the weaknesses of your course(s)_____

_____

_____

Please list the strengths of the school and program in general____

_____

_____

_____

Please list the weaknesses of the school and program in general___

_____

_____

_____

Please comment on other areas that may be beneficial in designing a new curriculum.

_____

_____

_____

_____

_____

TABLE VII

PROGRAM EVALUATION QUESTIONNAIRE

TABLE VII

PROGRAM EVALUATION QUESTIONNAIRE

ADMINISTRATION

1. Number of times per month health services are needed at Valley High School:

   0-10_____ 11-25_____ 26-50_____ Over 50_____

2. What testing is available at Valley? Please list.

_____

_____

_____

	Yes	No
3. Is a special orientation program offered students?	___	___
4. May students complete a semesters work or a course at any time?	___	___
5. May students enter school and courses at any time?	___	___
6. May students receive credit for work other than contracts?	___	___
7. How much time is available to teachers for preparation and in-service training during the teaching day?	___	___

8. What would you consider the five(5) most wanted traits in a continuation teacher?

_____

_____

_____

_____

_____

9. What courses are most often requested by students?

_____

_____

10. Please list the greatest administrative problems facing an administrator at Valley High School, in regard to needs, facilities, space, and curriculum.

_____

_____

_____

_____

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